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ABSTRACT

Language diversity should be viewed as an asset to schools rather than a liability. Educators should capitalize on the situation and adapt early by developing a bilingual education program. Three levels of decision-making are discussed, with alternatives and criteria described for each. (1) Program decision-making involves a range of choice from monolingual non-English schooling through bilingual education to English-only instruction at the opposite end of the scale. Factors to be considered are how well each program provides balanced instruction, language skills and cultural respect, and what materials and staff are available. A bilingual program best fulfills most requirements. (2) Curriculum decision-making involves choosing among transitional bilingualism, monoliterate bilingualism, partial bilingualism and bilingual maintenance. Similar questions about balanced instruction, language skill development and self-concept enhancement may be asked. The bilingual maintenance model appears superior. (3) Instructional decision-making involves choosing among a balanced bilingual instructional model, a preview-review model alternating languages during each lesson and a day-by-day alternation model. The balanced bilingual instructional model appears most effective. A listing of bilingual education resource centers is included. (CHK)

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Capitalizing on Language Diversity for Children's Learning

Roger W. Shuy
January, 1976

One of the curiosities of American education grows out of the strange inconsistencies with which various precepts are held. Perhaps no field of study is more elitist than that of literary criticism, yet scholars in this area hold language diversity, at least one type of language diversity, in very high esteem. Likewise American journalists and media commentators have made the most conservative statements about language (Edwin Newman's Strictly Speaking is a current example), yet journalists have long recognized the need to vary one's style to suit one's audience. Literary critics also have recognized the need of good writers to establish their own style and the generally accepted rules of poetry writing permit the stretching of natural language usage to the tortured syntax of e.e. cummings and Wallace Stevens. (Anybody lived in a pretty how town, with up so many windows falling down).

Somehow these insights into the value of language variability have never been generalized beyond the somewhat narrow scope of their inception and specified domains. Today, the same English department which expects writers to diversify their language in order to establish an individual literary identity, tends to reject variation in spoken or written language which attempts to establish a personal or social identity. Likewise, journalists who see so clearly the need to vary ones writing to accommodate a particular journal readership tend to deny the right of a non-journalist to vary his spoken or written language in order to accommodate his own sense of identity.

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One of the more interesting paradoxes of humanity is our need to be like each other which is juxtaposed on our simultaneous need to be different from each other. Such paradoxes seem harsh at first glimpse but it does not take a long time to realize that it is out of such paradoxes that our humanity is defined. Suppose, for a minute, that everybody was exactly alike? Try to imagine what our language would be if there were no variability at all. The first thing to go would be poetry, which was defined by Alexander Pope as "what oft was thought but ne'r so well expressed." what this great eighteenth century poet meant was simply that there are not really very many new ideas in the world (what oft was thought) but that greatness comes in the way these ideas are uttered (well expressed).

If we had only one language form and one narrow culture, individual differences would be minimized to a boring, predictable certainty. Communications theorists claim that effective communication is a great deal more that the comprehension of the message. Also heavily involved are the impression of self which is expressed by the sender and the degree of perception and identity of the message by the receiver. The two major principles

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of effective communication are

1. specificity
2. unpredictability (the opposite of cliche)

If we were to have no language diversity in this country, we would, by the very definition of communications experts, eliminate effective communication, for language would be predictable.

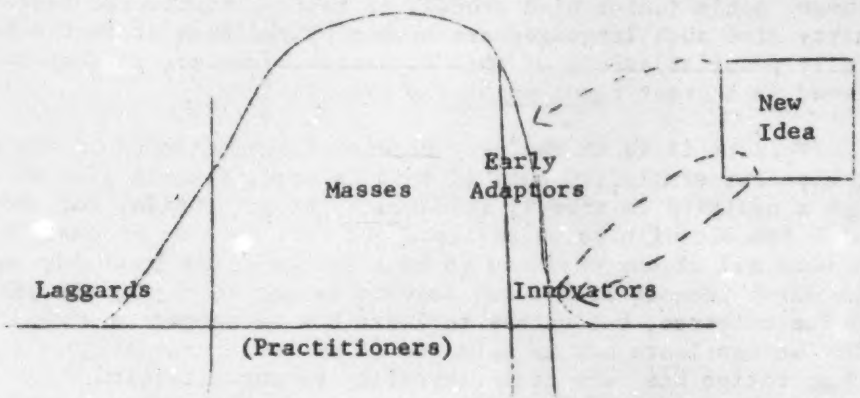
Although it may appear obvious that nobody would want our language and culture to wither into a dry pablum of predictable homogeneity, many of our nation's schools appear to be wanting to be guided in that course of action. In the very international community where I live, many different native languages are represented. In a recent discussion with the principal of my younger son's junior high school, in fact, I discovered that no fewer than thirty-five such languages are spoken by children at that school. The really peculiar aspect of this situation, however, is that this phenomenon is viewed as a great handicap by the principal.

Perhaps it is in the very nature of education to eschue diversity and to hope for similarity but, if this is true, I would like to suggest that such a position is grossly inadequate, if not futile, for the very goals which schools wish to accomplish. To have even as an unstated goal, that we want all of our children to be alike is to be laughably naive. One of the first tenents of natural science is not to change the physical structures of the universe, but rather to learn how to cooperate with it in such a way that we can learn how to make use of it to our advantage. Perhaps this method of operation has some transferability to our situation. Rather than to fight against the thirty-five different language backgrounds, hoping to eliminate them and make us all alike, the schools should learn how to take advantage of such backgrounds as the child is moved toward the goals of education.

And exactly here is one of the rules. Far too often the real goals of education are lost sight of simply because we forget that our task is to facilitate knowledge, skills, attitudes, and cognitive growth in our children. In no way does the goal of making everyone like everyone else qualify as one of the productive or even desirable goals of education. Unexplainably, however, this latter side track is far too often taken while the road superhighway of real educational goals is missed.

To this point, I have argued that diversity in language is a good thing. From the artistic perspective, it is what enables us to identify ourselves to others. From a cultural and psychological perspective it is what enables us to identify ourselves to ourselves. From an educational perspective, language diversity has been erringly thought to be a threat whereas, in reality, it is actually an asset. In order to be fully utilized as an asset, however, certain effort is required. You have heard about the history of bilingual legislation and you have been apprized about the remedies and/or guidelines for complying with that legislation. What remains is for you to develop strategies for capitalizing on this situation.

The word, capitalizing, was used advisedly in the preceding sentence and in the title of my presentation for its epitomizes the attitude which is necessary if we are to be successful in this enterprize. This attitude is not passive or defensive. It is, rather, oportunistic (in the best sense of the term) and entrepreneureal. Let us think for a moment not about an educational situation but about how a business entrepreneur might respond under similar circumstances. Let us imagine that he has been running a business and that new legislation has come about which required him to revamp some aspects of his philosophy of business and to radically change some of his actual sales and marketing practice. Business, like education, agriculture and medicine, contains approximately the same distribution of innovators, laggards, early adapters and general masses of constituents. For all of these fields, this distribution follows the normal bell curve.



of interest here is the way in which the new situation becomes implemented.

Certain of the practitioners will go to the new idea, actively embrace it, rework old goals, devise new implementation strategies and make an early success. Such practitioners are called innovators. In business, they do not lament the new ideas intrusion into their lives. They do not think of it as a deficit. They entrepreneurally seize the new idea as a means of responding better and faster than other practitioners. In a business sense, this means making money, cornering the market, establishing the success-image and other such matters. In education it means many of these same things. The new idea is certainly not a threat to the innovation, who is already looking for ways of being unique and carrying out his educational goals. Such innovators are usually no great problem to the generalized need for implementation. They discover where the resources are, totally on their own, they approach these resources, seek out what they need, take it back to their setting, apply what is useful, build what is not available, and develop a program. Perhaps such innovators are in this room. If so, I have little more to say to you except go to it.

Early adaptors form a slightly larger portion of the continuum of practitioners. They differ from the innovators primarily in that they are not quite so quick to perceive the new idea and not as entrepreneureal about the matter. If the new idea is brought to them, they tend to respond early and well but they do not usually seek it out. There are many good reasons for this, not the least of which is the pressure of time. In education as in business, early adaptors may turn out as successfully as innovators simply because they have the lag time to evaluate the successes and false starts of the innovators. Instead of being the first to build a new program in bilingual education, early adaptors have the opportunity to assess what has been done elsewhere, what the alternatives are, etc.

The truly successful practitioners in business, agriculture, medicine and education tend to fall into the general half of the curve which embraces the innovators and early adaptors. In education, sometimes the process is speeded up by appropriate legislation, which mandates the development of resources, materials, training programs, workshops, instruments, etc. It is quite clear, in the case of bilingual education, that the process has been speeded up fantastically by Lau, Aspira and other federal and state laws.

One further analogy to business is worth mentioning at this point. It has been observed that the really effective businesses respond early and take advantage of (capitalize in every sense of the term) new situations. Giants in the industry are the classic examples (xerox, IBM, General Motors, etc.). Such examples are not always happy analogies, for such organizations have also evidenced a marvelous ability to turn apparent adversity into a clear-cut strength. Every builder of programs has down deep inside him the desire to turn adversity into advantage. Inelegantly put, this is the unstated model which lies at the heart of teaching. We take a presumed tabula-rasa and turn it into a well educated individual. In his heart of hearts, every educational administrator also draws this dream. There is little desire to be though of as the administrator who did little except maintain an undistinguishable program. The administrator's dream is to bring success out of apparent difficulty. What we are suggesting here is that with the generally held feeling that we are dealing with a difficult problem comes the opportunity to seize upon this situation as the chance to demonstrate a sharply contrasting success. Such opportunities do not happen often.

Having argued that diversity is a positive thing and having pointed out a framework for capitalizing upon such diversity, what remains is to take a look at the available resources for such capitalization. This will be a quick overview, not at all comprehensive, but merely suggestive of what might be done on four levels of resources:

1. Program decision making
2. Curriculum decision making
3. Instructional level decision making
4. General Institutional Resources

I. Program Decision Making

A. What are the Alternatives? A school system which desires to provide maximally efficient education to all of its children, regardless of their native languages and cultures, first faces a program level decision. It is possible to select from among a range of program possibilities which may be placed on the following continuum:

Other Language Only	English Pull-Out	English as a Second Language	Bilingual Education	Other Language as a Second Language	Other Language Pull-Out	English Only

1. Other Language Only Program: Monolingual children from non-English speaking backgrounds may be given an entire program in their native language. This is done in many parts of the U.S. in private schools which are conducted in German, French or Russian, often at great expense to the parents.

2. English Pull-Out Program: Monolingual children from non-English speaking backgrounds are placed in the traditional English classroom but are pulled out of the regular class at regular intervals for intensive instruction in the English language.

3. English as a Second Language Program: Monolingual children from non-English speaking backgrounds are given regular English language instruction as part of the regular classroom activity. The degree to which this is done may vary from a whole year of little else but ESL to a set number of minutes per day in the midst of an otherwise all English language program.

4. Bilingual-Bicultural Education Program: Monolingual children from non-English speaking backgrounds are given content instruction in their native language, usually accompanied by gradually introduced instructions in the dominant language to the point at which one of two possibilities occurs. Either the program reaches a stable dividision between native and dominant language instruction and participation (maintenance) or the instruction and participation move entirely into the dominant language (transitional).

5. Other Language as a Second Language Program: Monolingual English speaking children are given regular other language instruction as part of the regular classroom activity. The degree to which this is done may vary from a whole year of little else but OLSL to a set number of minutes per day in the midst of an otherwise all Other Language Program.

6. Other Language Pull-Out Program: Monolingual English-speaking children are placed in the total other language classroom but are pulled out of the class at regular intervals for intensive instruction in the other language.

7. English Only Program: Monolingual English-speaking children are given an entire program in their native language. This is the traditional program in most of the United States.

B. What Criteria can be Used to Select From Among These Program Models?

It is obvious that each of the above program models has strengths and weaknesses. Any decision to select from among these models should be made in terms of the usefulness of the program to the specific language groups involved, the age of the learners, the subject matter being learned, the findings of research and experience, the wishes of the community and other considerations. Cutting across all of these considerations, however, are certain educationally viable criteria.

1. Does the program optimally inculcate knowledge of and respect for other cultures?

2. Does the program sequence toward balanced instruction in the other language as well as English?

3. Does the program sequence toward balanced skill development in the other language as well as in English?

4. Does the program provide for the successful adaptation on teaching styles, classroom organization and management to accommodate the styles of learning and values taught in the students' homes?

5. Does the program allow for optimal adaptation of educational content for maximum relevance to the bilingual-bicultural community?

6. Does the program permit optional enhancement of positive feelings in the students of identity as individuals and as members of the bilingual-bicultural group?

7. Does the program permit optimal student conceptual development?

8. Does the program insure increased student attention and motivation?

9. Does the program permit optimal development of literacy skills?

10. Does the program utilize existing staff resources effectively?

11. Are materials readily available?

12. Is in-service staff training easily accessible?

13. Does it optimally develop communicative competence?

14. Does the program optimally accommodate desegregation and integration requirements?

C. Recommendations: In order to determine which program is best it is necessary to assess the preceding criteria against the available program possibilities. The following table visually displays this assessment.

1. Other Language Only	2. English Pull-Out	3. English as a Second Language	4. Bilingual Education	5. Other Language as a Second Language	6. Other Language Pull-Out	7. English Only
			1			
			2			
			3			
			4			
			5			
			6			
		7	7	7		
			8			
		9	9	9		
10	10	10	10	10	10	10
		11				11
12	12	12		12	12	12
			13			
	14				14	

Table 1

As the above table clearly indicates, the Other Language Only Program (#1) has the advantages of extant staff resources and staff training but little else. The English Only Program (#7) has these advantages plus the availability of materials. These advantages, though significant, are clearly inadequate for addressing the special issues brought about by the situation in many American school systems. The English and Other Language Pull-Out Programs (#2 and #6) have the advantage of extant staff, staff training programs and the ability to meet the desegregation and integration requirements but often falls far short of the need provisions for most schools. The English as a Second Language and Other Languages as a Second Language Programs (#3 and #5) have extant staff, available staff training programs, numerous materials (though of at least questionable merit); in addition, they are vehicles toward literacy and cognitive growth in the second language, though by no means as efficiently as in the Bilingual Program. The Bilingual Program, as the table clearly demonstrates has every virtue held by the other programs except the availability of staff, staff-training programs and materials. In all other criteria the Bilingual Program clearly is superior to all other Programs. It is superior in all matters related to the cognitive and affective aspects of learner growth. It is inferior only in that it is too recent to have well developed materials and training programs. Any reasonable educational decision making should favor criteria related to humane and efficient learning. Materials can be developed and staff can be trained. Nothing should compromise efficient and humane learning.

II. Curriculum Decision Making

A. What are the Alternatives? There are, at present, at least four types of Bilingual-Bicultural Education Programs.*

1. Transitional Bilingualism. In such a program Spanish, for example, is used in the early grades to the extent necessary to allow pupils to "adjust to school" and/or to "master subject matter" until their skill in English is developed to the point that it alone can be used as the medium of instruction. Such programs do not strive toward goals of fluency and literacy in both languages with opportunity throughout the curriculum for the continuining improvement toward mastery of each. Rather, they state goals such as "increasing overall achievement of Spanish-speaking students by using both Spanish and English as media of instruction in the primary grades". Such programs (consciously or unconsctiouly) correspond to the societal objective of language shift and give no consideration to long-range institutional development and support of the mother tongue. An example of such a program can be found in a grant proposal of one school district for support of their primary program for bilingual students. Perhaps the best way to characterize this program would be to cite the three primary objectives against which the program is to be evaluated

* This section (IIA) was adapted largely from Joshue A. Fishman, A Sociology of Bilingual Education. USOE. 1974, 41-46.

a. To increase the achievement level of Spanish-speaking youngsters through the use of a sustained K-3 program.

b. To determine whether Spanish-speaking youngsters achieve more in a program that utilizes instruction in both Spanish and English or in a program that is taught in Spanish only.

c. To involve the parents of Spanish speaking students in the educational program as advisers and learners, thus enriching the home environment of the child.

The entire proposal makes no mention of measuring performance in Spanish or continuing Spanish in the curriculum past grade 3--or of making any survey of the language situation in the community. Such programs (and there are many of this kind) are basically interested only in transitional bilingualism, ie. in arriving at the state of English monolingual educational normality just as soon as is feasible without injuring the purpil or arousing the community.

2. Monoliterate Bilingualism. Programs of this type indicate goals of development in both languages for aural-oral skills, but do not concern themselves with literacy skills in the non-English mother tongue. Thus, such programs emphasize developing fluency in Spanish as a link between home and school, with the school providing recognition and support for the language in the domains of home and neighborhood; but they are not concerned with the development of literary skills in the non-English mother tongue which would facilitate the child's use of the language in conjunction with work, government, religion or book-culture more generally. This type of program is intermediate in orientation between language shift and language maintenance. The likely societal effect of such a program might be one of language maintenance in the short run but, given the exposure of students to American urban society which stresses and rewards literacy, it might well lead to shift. One example of such a program was a school project designed for pre-school children in which the parents' and children's home language is used throughout its entire course. However, the focus of the program would be on ultimately developing literacy in English with no reference to similar development in Spanish. Bilingual programs for American Indians frequently fall into this category because, in many instances, there is no body of written language for the child to learn in his mother tongue. Obviously the intellectual imbalance between English literacy and mother tongue illiteracy poses a difficult situation for any language maintenance oriented community, particularly if it is exposed to occupational mobility through English.

3. Partial Bilingualism. This kind of program seeks fluency and literacy in both languages, but literacy in the mother tongue is restricted to certain subject matter, most generally that related to the ethnic group and its cultural heritage. In such a program, reading and writing skills in the mother tongue are commonly developed in relation to the social sciences, literature and the arts, but not in science and mathematics. This kind of program is clearly one of language maintenance coupled with a certain effort at culture maintenance (perhaps even cultural development should the program result in the production of journalism, poetry and other literary art forms). This sort of program provides special instruction in English in all skills for all Spanish-speaking students who need it. Additionally, this type of program provides of program provides formal instruction in reading and writing Spanish with emphasis on Spanish literature and civilization as subject matter. On the other hand, other areas of the curriculum do not utilize Spanish as a medium of instruction. Such programs imply that while non-English mother tongues are serious vehicles of modern literare thought, they are not related to control of the technological and economic spheres. The latter are considered to be the preserve of the majority whose language must be mastered if these spheres are to be entered.

4. Bilingual Maintenance. In this kind of program, students are to develop all skills in both languages in all domains. Typically, both languages are used as media of instruction for all subjects (except in teaching the languages themselves). Clearly this program is directed at language maintenance and development of the minority language. From the viewpoint of much of the linguistically and psychologically oriented literature this is the ideal type of program, since, in the words of one specialist, it results in "balanced, coordinate bilinguals--children capable of thinking and feeling in either of two languages independently".

B. What Criteria can be Used to Select From Among These Curriculum Models?

It is clear that each of the above curriculum models has strengths and weaknesses. Any decision to select from among these models should be made in terms of the usefulness of the curriculum to the specific language groups involved, the age of the learners, the subject matter being learned, the findings of research and experience, the wishes of the community and other considerations. Cutting across all of these considerations, however, are certain educationally viable criteria:

1. Does the curriculum optimally inculcate knowledge of and respect for other cultures?

2. Does the curriculum sequence toward balanced instruction in the other language as well as English?

3. Does the curriculum sequence toward balanced skill development in the other language as well as in English?

4. Does the curriculum provide for the successful adaptation of teaching styles, classroom organization and management to accommodate the styles of learning and values taught in the students' homes?

5. Does the curriculum allow for optimal adaptation of the educational content for maximum relevance to the bilingual-bicultural community.

6. Does the curriculum permit optimal enhancement of positive feelings of the students' identity as individuals and as members of the bilingual-bicultural group?

7 Does the curriculum permit optimal student conceptual development?

8. Does the curriculum insure increased student attention and motivation?

9. Does the curriculum permit optional development of literacy skills?

10. Does the curriculum utilize existing staff resources effectively?

11. Are the materials readily available?

12. Is in-service staff training easily accessible?

13. Does it optimally develop communicative competence?

14. Does the curriculum optimally accommodate desegregation and integration requirements?

15. Is the curriculum economical?

C. Recommendations. In order to determine which curriculum model is best, it is necessary to assess the preceding criteria against the available curriculum possibilities. The following table visually displays this assessment.

Transitional Bilingual Curriculum Model	Monoliterate Bilingual Curriculum Model	Partial Bilingual Curriculum Model	Bilingual Maintenance Curriculum Model
			1
		2	2
			3
		4	4
			5
			6
		7	7
		8	8
		9	9
10	10		
11			
12	12		
		13	13
14			
15	15		

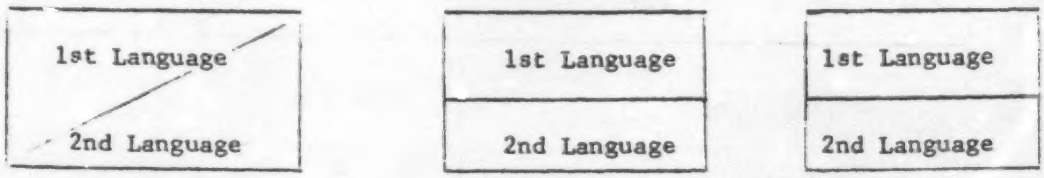
Table 2.

As the above table clearly indicates, the Transitional Bilingual Curriculum is closest to utilizing existing staff resources, has the most readily available materials, ismost econominal and comes closest to current desegregation and integration requirements. The Monoliterate Curriculum does a fair job of matching extant staff resources and is reasonably economic. The partial BBE Curriculum and the Bilingual Maintenance Curriculum are weakest in these very areas but excel in all others, with the Bilingual Maintenance Curriculum Model clearly superior in all issues related to humane and efficient learning by children, both in cognitive and affective areas. It should be clearly evident, then, that the superior currciulum model is the Bilingual Maintenance Currciulum Model.

III. Instructional Decision Making

A. What are the Alternatives? School systems have several alternatives in instructional design to choose from when setting up a program. In making a choice, they should take several factors into account, including the community situation, school resources and their basic purposes for initiating a bilingual education program.

1. The Balanced Bilingual Instructional Model. This model would devote most of the school day to instruction in the native language during the kindergarten, first and second grades, and equal portions to both languages from their through eighth grades.



K-2 3-5 6-8

In the early years, work in the second language would be focused primarily on developing linguistic skills (in grammar, pronunciation, and vocabulary), and would use special second-language teaching methods. The program could gradually phase into use of the second language as a medium of instruction and would pursue the development of language arts skills in both languages.

Such a plan would be recommended where the school is in or near a bilingual community and students would have the opportunity to use both languages in and out of school. Even if they speak only one language when they enter school in such an area, the second language will probably not sound entirely strange to them.

The Balanced BBE Program requires bilingual teachers and aides, and instructional materials in both languages. It is not necessary, and probably not even desirable, for the same subjects to be taught in two languages. Reading should be introduced in the children's first language, and it is therefore obvious that such reading readiness skills as the recognition of sound-symbol relationships where applicable should also be introduced in the first language. Transfer to reading the second language should not be made until reading skills are well established--usually not before the second grade.

Most concept development in such areas as science and social studies will probably take place in the dominant language of the children. Concepts need not be developed a second time in the second language, but new labels may be provided for them. A child who learns science in Spanish, for instance, may have English terms for the same concepts introduced during the English as a Second Language period as partial content for the English language lessons. When concepts are taught twice, children tend to "tune out" the lessons in their second language; they learn not to listen, because they don't need to. Just having more labels provided in the second language does not seem to have this negative effect, and allows the children more

flexibility in the event they later transfer to a school without a bilingual program or one in which the schedule provides for different language divisions.

Some subjects, such as music, art and physical education, can be taught to all children in both languages, but even here it is best to minimize interference between the linguistic systems and use only one language during any one class period.

An example of a daily schedule for first grade follows. This class is composed both of students whose dominant language is Spanish (Group A) and whose dominant language is English (Group B). The teacher is necessarily bilingual. Particularly if no aide is available, a team teaching arrangement might also be possible.

	Group A	Group B
8:00-8:20	Opening activities (Spanish one week, English the next)	
8:20-8:45	Reading group with teacher in Spanish	Seat work supervised by aide, work on letter names, or other activities developing reading skills in English
8:45-9:00	Seat work supervised by aide, work on letter names or other activities developing reading skills in Spanish	Reading group with teacher in English
9:00-9:10	Break	
9:10-9:30	English instruction	Spanish instruction
9:30-10:00	Arithmetic in English	
10:00-10:30	Physical Education	
10:30-11:00	Science with teacher in Spanish	Handwriting with aide

2. The Preview-Review Model. This model of Bilingual Education makes use of a three-step procedure in a classroom made up of both native speakers of the dominant language and speakers of the non-dominant language. For the non-native speakers, for example, of Cantonese, the steps are as follows:

a. Preview: The topic is introduced, sketched out or briefly outlined in Cantonese.

b. Focus: The topic is taught in English.

c. Review: The topic is reviewed, summarized (but not merely repeated) in Cantonese.

For the native English speakers in the classroom, the model is exactly reversed:

a. Preview: The topic is introduced, sketched out or briefly outlined in English.

b. Focus: The topic is taught in Cantonese.

c. Review: The topic is reviewed, summarized (but not merely repeated) in English.

This model has many of the features of covering each topic in both the first and second language, offering the advantage of avoiding duplication of subject matter presentation (as does the Balanced BBE Model), while, at the same time, introducing the terminology of the second language to the cognitive development in the native tongue.

It is not necessary to propose a daily schedule for the Preview-Review Model, since it functions consistently by topics, no matter what other constraints are upon it (time, subject matter, language etc.).

3. The Alternation Model. In contrast with the Balanced BBE Model and the Preview-Review Model, the Alternation Model makes use of time and subject dimension categories. Several variations of the Alternation Model may be noted:

a. Alternate Day Model. In this model, one day is devoted to instruction in the native language with the following day in the second language:

	M	T	W	T	F
All subjects:	Chinese	English	Chinese	English	Chinese

There are of course, variations on this model which might be worked. It might be decided, for example, that physical education and opening exercises always be in the native language throughout the otherwise alternate day model.

b. Flip-Flop Model. In this model, rather than alternating the days on which a language is used for instruction, the units are varied. That is, a unit in social studies is introduced, taught and completed in Spanish, then the following social studies unit is taught completely in English. In this model, variations may also be worked. For example, it may be decided that mathematics is always in English but that the Flip-Flop Model will be employed in all other subjects.

c. Half-Day Model. This model is simply a shortened version of the Alternate-Day Model, with morning classes in one language and afternoon classes in the other. Consideration must be taken for the fact that certain subjects may always be taught in one language unless care is taken to make the subject sequencing flexible.

d. The Paraphrase Model. In this model, the basic instruction is in either the dominant or native language. For those students who have difficulty acquiring the desirable concepts in the language of instruction, frequent teacher paraphrasing is required. In essence, the subject is taught twice.

B. What Criteria can be Used for Selecting Among Available Bilingual Instructional Models?

1. What does the community prefer?

2. Which instructional model best accommodates to various language distributions in a given classroom?

3. Which instructional model best realizes maintenance over transitional curriculum models?

4. Which instructional model is most economical to develop?

5. Which instructional model is most economical to maintain?

6. Which instructional model accommodates best to the wide variety of ages of the learners?

7. Which instructional model best accommodates to the degree of bilingualism in the San Francisco schools?

8. Which instructional model best accommodates to the educational achievement levels of the students?

9. Which instructional model makes best use of the available facilities, materials and trained personnel in the SFUSD?

10. Which instructional model lends itself more to creating change in the larger educational system.

11. Which instructional model makes best use of peer learning?

12. Which instructional model leads to most student cognitive growth?

13. Which instructional model maintains the highest interest level of the students?

C. Recommendations. In order to determine which instructional model is best, it is necessary to assess the preceding criteria against the available curriculum possibilities. The following table visually displays this assessment.

Balanced Bilingual Instructional Model	Preview-Review Instructional Model	Alternation Instructional Model	Paraphrase Instructional Model
1			
2	2		
3			
			4
5			
6			
7			
8			
		9	
10			
11			
12			
13			

Table 3

As the above model clearly demonstrates, the Balanced Bilingual Instructional Model is superior in all categories except developmental economy, especially the degree to which extant materials, personnel and facilities are capable of immediate use. In all other categories, however, the Balanced Bilingual Instructional Model is superior.

IV. General Institutional Resources

A school system which is responding to the Lau vs. Nichols Supreme Court Decision should be aware of as many of the available resources as possible. The following list is intended to be suggestive rather than complete, but it illustrates the range of possibilities.

1. Lau Centers. (Also referred to as USOE Type B General Assistance Centers). Funded under Title IV of the Civil Rights Act. These nine regional centers are set up to provide technical assistance to school systems free of charge. They are to help clarify the guidelines of Lau vs. Nichols, to interpret regulations and guidelines, to help school systems come into compliance, to help school districts design a program and to consult in matters related to implementation.

2. Bilingual Resource Centers. Generally such centers offer services related to curriculum and materials.

3. Bilingual Dissemination Centers. Such centers offer displays of teaching materials related to bilingual education.

4. Projecto Leer. This project, directed by Ruth Thomas in Washington, D.C., offers service to libraries and schools, largely for non-instructional materials. It evaluates the appropriateness of materials for children and adults and puts out a newsletter.

5. Universities.. Although most universities have not yet geared up to provide a great many useful services to the school districts' needs in bilingual education, notable exceptions exist. The University of Illinois has a doctoral program in Bilingual Education. The University of Texas offers many useful services. There are many others.

6. Federal and State Assistance. ESEA (Title VII), Title XI (Ethnic Studies - under ESEA), Title VI ESAA (which now has funds for children with limited English speaking ability).

7. ERIC. The ERIC Clearinghouse for Languages and Linguistics (Arlington, Virginia) can do useful literature searches in bilingual education and offers many useful publications.

8. Educational Laboratories. Several of the regional educational laboratories have bilingual education programs or components.

9. The Center for Applied Linguistics (Arlington, Virginia). CAL offers information services, does program evaluations (currently the evaluator of the downstate Illinois bilingual education program), does consulting with local or state education agencies, offers a range of publications or bilingual education and has a storehouse of useful resources and staff.

Conclusion

Although such an overview as the one just presented can not due justice to the magnitude of the issue, I would like to reiterate, in conclusion, that the state of knowledge and resources in bilingual education has advanced significantly in the past year. Some progress is being made toward the notion that diversity is an asset, not a liability. What remains is to capitalize on this asset. Program is important in this but attitude is almost equally important. A school system which utilizes its resources and builds a program out of only a sense of obligation or fear of being out of compliance will build a program which is less exciting and positive than one which is built out of a positive opportunistic attitude. The funny thing here is that there is no real reason to view bilingual education as merely compensatory. Compensation assures a lack. What can be lacking in a product which has multiple assets, multiple talents and more than one way of expression? This is humanity as it is viewed in the most positive sense of the term. This is what bilingual education is all about.